

**Illinois P-20 Council
Teacher and Leadership Effectiveness Committee**

Tuesday, November 15, 2011
10:00 am -2:00 pm
Bloomington, IL
Conference Call-in: 866-230-0724 (dial in)
Passcode: 6292468#

Agenda

- I. Welcome and Introductions (Erika Hunt)
- II. Delphi Survey Results (Brenda Parker)
 - a. Overview of Delphi Process
 - b. Results and trends from Survey
- III. Discussion and Review of Draft Recommendations (Melissa DeBartolo)
 - a. History and Context
 - i. Changes to certification model and teacher and principal endorsements
 - ii. Alignment to other national and state efforts
 - iii. Alignment to other state initiatives including LDS system, PEAC and school report card
 - b. Purpose of our recommendations
 - i. Provide thought leadership and continuing partnership to the Joint Education Leadership Council in order to guide inter-agency, strategic efforts to enhance teacher and leader program quality, effectiveness, and outcomes
 - ii. Identify relevant performance indicators and data about teacher and leader preparation programs useful to a wide variety of stakeholders including state agencies, universities, districts, students and others to meet the needs of schools, students, and educators in Illinois.
 - iii. Inform development of P-20 LDS, CPS pilot and other systems which will link student outcomes with teacher and leader preparation and enhance program measurement, outcomes and continuous improvement efforts.
 - c. Recommendations on potential uses
 - i. Summative: Multiple, objective, measures that can be used to formally evaluate teacher and principal preparation program quality, effectiveness, impact and performance on goals and outcomes.
 - ii. Formative: Measures which provide teacher and leader preparation programs with baseline and ongoing data that are used to set internal goals for program improvement, assess progress, and drive future growth and continuous improvement efforts.
 - iii. Candidate/Program Profile data: Standardized data and information which provides an overview of candidate and program demographics and characteristics, as well as program components and features that can be used by a variety of stakeholders in policy, practice and decision-making.

- d. Group came to a consensus around these Teacher program summative measures:
 - 1. Average Teacher Performance Assessment Consortium (TPAC) scores by program
 - 2. Percentage of candidates that pass certification test
 - 3. Percentage of graduates retained as teachers at 1, 3, and 5 years after placement
 - 4. Performance evaluation ratings of program graduates once placed as teachers
 - 5. Percentage of graduates placed as teachers within 1, 3, and 5 years of graduation
 - 6. Annual growth or value-added measures of K-12 students taught by program graduates
 - 7. Others (listed in Appendix)
- e. Group came to a consensus around these Leader summative measures:
 - 1. Percentage of graduates that obtain principal or assistant principal positions within 1, 3, and 5 years of graduation
 - 2. Annual student growth or value-added measures of K-12 students where graduates are placed as principals/assistant principals
 - 3. District evaluation of graduates once placed as principals/assistant principals in schools
 - 4. Results of school climate surveys where graduates are placed as principals/assistant principals
 - 5. Others (listed in Appendix)
- f. A wide variety of teacher and leader formative program data and measures should be collected in order to inform program continuous improvement efforts. (See survey results)
 - 1. No strong consensus on formative indicators. Why do you think formative indicators varied widely?
- g. Candidate and program profile data should be collected that can be used by stakeholders, eg. students, universities, districts etc. to enhance decisionmaking and policy
 - 1. Recommend collection and tracking of a variety of program characteristics such as candidate pass rates, faculty expertise/certifications, student satisfaction, demographics, where candidates teach or lead schools and other data
 - 2. Illinois should collect information about candidate and program pipeline data and demographics to track candidate supply and demand and ensure Illinois has the necessary teachers and leader talent for the future.

IV. Final Teacher Leadership Recommendations (Melissa DeBartolo)

- a. Submitted to ISBE and sent to committee members

V. Teacher and Leader Effectiveness Committee Annual Report and Next Steps (Erika Hunt)